

Introduction - Grade 7 English-Language Arts

The following released test questions are taken from the Grade 7 English-Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 7 English-Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, and 2005. First on the pages that follow are lists of the standards assessed on the Grade 7 English-Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	11	8
• Reading Comprehension	18	18
• Literary Response and Analysis	13	8
• Writing Strategies	17	12
• Written Conventions	16	11
TOTAL	75	57

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 7 English-Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.



READING

The Reading portion of the Grade 7 California English-Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following three California English-Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by eight test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English-Language Arts Standards Test.

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- | | |
|---------------|---|
| 7RW1.0 | WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| <hr/> | |
| 7RW1.1 | Vocabulary and Concept Development: Identify idioms, analogies, metaphors, and similes in prose and poetry. |
| <hr/> | |
| 7RW1.2 | Vocabulary and Concept Development: Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. |
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| 7RW1.3 | Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast. |
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The Reading Comprehension Strand/Cluster

The following six California English-Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 18 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English-Language Arts Standards Test.

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- 7RC2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.
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- 7RC2.1 Structural Features of Informational Materials:** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
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- 7RC2.2 Structural Features of Informational Materials:** Locate information by using a variety of consumer, workplace, and public documents.
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- 7RC2.3 Structural Features of Informational Materials:** Analyze text that uses cause-and-effect organizational pattern.
-
- 7RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Identify and trace the development of an author's argument, point of view, or perspective in text.
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- 7RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:** Understand and explain the use of a simple mechanical device by following technical directions.
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- 7RC2.6 Expository Critique:** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
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The Literary Response and Analysis Strand/Cluster

The following six California English-Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by eight test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English-Language Arts Standards Test.

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- 7RL3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.
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- 7RL3.1 Structural Features of Literature:** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
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- 7RL3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).
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- 7RL3.3 Narrative Analysis of Grade-Level-Appropriate Text:** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
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- 7RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
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- 7RL3.5 Narrative Analysis of Grade-Level-Appropriate Text:** Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
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- 7RL3.6 Literary Criticism:** Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.
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WRITING

The Writing portion of the Grade 7 California English-Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following six California English-Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 12 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English-Language Arts Standards Test.

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- 7WS1.0 WRITING STRATEGIES:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
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- 7WS1.1 Organization and Focus:** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
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- 7WS1.2 Organization and Focus:** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
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- 7WS1.3 Organization and Focus:** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
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- 7WS1.4 Research and Technology:** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
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- 7WS1.5 Research and Technology:** Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
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- 7WS1.7 Evaluation and Revision:** Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
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The Written Conventions Strand/Cluster

The following seven California English-Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 11 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English-Language Arts Standards Test.

7WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to the grade level.

7WC1.1 Sentence Structure: Place modifiers properly and use the active voice.

7WC1.2 Grammar: Identify and use infinitives and participles and make clear references between pronouns and antecedents.

7WC1.3 Grammar: Identify all parts of speech and types and structure of sentences.

7WC1.4 Grammar: Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

7WC1.5 Punctuation: Identify hyphens, dashes, brackets, and semicolons and use them correctly.

7WC1.6 Capitalization: Use correct capitalization.

7WC1.7 Spelling: Spell derivatives correctly by applying the spellings of bases and affixes.

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Phaëthon Gets His Wish



- 1 Phaëthon stood impatiently at the heavy gilded doors. He ordered the guards, Month and Year, to let him approach his father's throne. As the doors creaked open, the sun's rays almost blinded him. Phaëthon shielded his eyes and groped his way toward Apollo's throne. "Come here, my son. Follow my voice," Apollo's voice echoed. "What is so urgent that you have my guards scrambling to do your bidding?"
- 2 "Father, I have a problem. All of my friends have been teasing me. They don't believe that you're my father or that you make the sun rise and set," complained Phaëthon.
- 3 Apollo replied, "Oh—that problem again? Well, just to prove it to your friends once and for all, I will grant you any wish you desire."
- 4 "Really? Then I have only one wish," answered Phaëthon. "I'd like to drive your chariot and make the sun rise tomorrow morning!"
- 5 Apollo was horrified. "No—not that! No one but me can drive the chariot. The horses are too powerful!"
- 6 "You said I could have anything," whined Phaëthon.
- 7 Bound by his promise, Apollo had to grant Phaëthon his wish. His heart was sick with worry as he ordered Dawn to hitch the horses, Hour and Day, to the Golden Chariot. Phaëthon could hardly wait to jump in the driver's seat and grab the reins. He hoped all his friends were watching the sky and anticipating his sojourn through the stars.
- 8 "Wait, my son! There are things you need to know!" cried Apollo.
- 9 "Oh, Father! You worry too much. I've often seen you drive. I know what to do," Phaëthon answered.
- 10 Apollo hurried to give directions. "You have never driven my chariot before. You must make the horses stay on the path. If you are too low, you will scorch the earth."
- 11 "I know, Father. Now watch me take off!" shouted Phaëthon.
- 12 Dawn stepped back and released her grip on the horses' bridles. The horses pawed the ground and snorted with excitement. The sky begged for Dawn's light, so she ran toward the horizon in her glowing gown to make the darkness fade. As Phaëthon was about to ascend, Apollo grabbed his arm and said, "Please listen to me! If you go too high you will warm the cold depths of the heavens, and the Bear or Snake or Scorpion will come alive!"
- 13 Phaëthon just laughed. "My friends are waiting. I've got to go!" he shouted.

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- 14 With that, the chariot was off. It was a wild ride. Hour and Day were unruly and difficult to control. Phaëthon did not have his father's strong arms or years of experience. The horses wove from side to side and bobbed up and down through the heavens, hitting everything in their way. The sun bounced along behind the chariot like a basketball. It grazed the stars and skidded along mountaintops, leaving charred remains behind. Phaëthon's friends ran for cover as they watched the spectacle. Just as his father had warned him, the figures in the sky began to move. Suddenly the Scorpion lunged toward him, but Phaëthon ducked out of the way in time. The Snake lashed out and bit a wheel off the chariot.
- 15 Apollo, witnessing the destruction, dashed up toward the heavens, but he was too late! The Bear had stirred from his icy hibernation and grabbed Phaëthon before his father could reach him. Apollo grabbed the reins and finally regained control of Hour and Day, but it was years before the earth's mountaintops were white with snow again. The scorched areas became deserts where very little would grow. Phaëthon became a part of the constellations alongside the Bear, where his father could regretfully keep an eye on him.

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- 1** Read these sentences from the passage.

The sun bounced along behind the chariot like a basketball. It grazed the stars and skidded along mountaintops, leaving charred remains behind.

Charred means

- A burnt.
- B dangerous.
- C filthy.
- D colorful.

- 2** Which word from the passage comes from the Latin root meaning look or watch?

- A ascend
- B spectacle
- C urgent
- D figures

- 3** What caused Apollo to allow Phaëthon to drive the chariot?

- A Apollo wanted to protect Phaëthon from teasing.
- B Phaëthon dared to approach Apollo's throne.
- C Apollo was bound by his promise to Phaëthon.
- D Apollo asked Phaëthon to do it as a favor.

- 4** A thematic topic of this passage is the conflict between

- A goodness and evil.
- B man and nature.
- C wisdom and inexperience.
- D strength and weakness.

- 5** From what point of view is the passage narrated?

- A first person, Apollo
- B third person, limited
- C third person, omniscient
- D third person, Dawn

Yours Truly

- When my mother writes a letter,
she uses her fountain pen and fancy paper
that she keeps in her desk
in a special drawer.
- 5 She slips in a photo and
chuckles as she writes about
me, about the weather, about
what she's doing and hopes to do.
She licks a stamp, writes
- 10 carefully on the envelope,
and carries the letter to
the mailbox out by the road,
wondering how many days will pass
before it's read.
- 15 When I write a letter,
I use my computer and fancy modem
that I keep in my room
on my special desk.
I enclose an attachment and
- 20 chuckle as I write about
my mom, about the weather, about
what I'm doing and hope to do.
I key in the address and a subject
and press SEND. My computer
- 25 buzzes and then—delivery!
It's there, waiting for someone to
call it up on her screen
and read it *now*.

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6 A theme of this poem is the comparison of

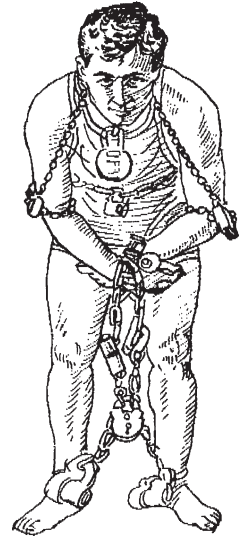
- A computers and fountain pens.
- B humorous and serious writings.
- C mothers and children.
- D traditional and modern ways.

7 Based on the poem, the narrator *most likely* feels that the main advantage of computer-aided letter writing is that the

- A letter can be written more quickly.
- B letter can include additional material.
- C letter can be received more quickly.
- D letter's content can be more creative.

The Magic of Harry

- 1 Harry Houdini was a man who astonished and enthralled many people during his life. Whether he was escaping from a padlocked box or making things disappear and reappear, he definitely was entertaining. People thought that he must truly have some supernatural powers, but in fact, what Harry really had was drive.
- 2 Harry was born in Budapest, Hungary, in 1874. His real name was Ehrich Weiss and he was the third of five children. His family moved to Wisconsin not long after he was born and by the time he was nine, he was tying ropes all over his backyard and learning amazing trapeze tricks to show his friends and neighbors. He visited the local locksmith, and when he had reached his teens he could pick almost any lock that was made. He also learned how to do card tricks. He and his brother, Theo, would often entertain at local parties and clubs for extra money.
- 3 When Ehrich was 16, he came across a book that would literally change his life: the biography of France's greatest magician, Jean Eugene Robert-Houdin. It showed Ehrich that his hobby of magic and tricks could also be a career. Immediately, he changed his name to Harry Houdini. He and Theo headed out to make a living as magicians.
- 4 In 1893, they were at the Chicago World's Fair, and after that they traveled around giving magic shows for anyone willing to listen and pay. Theo grew restless, however, as the jobs became scarce, so he left. His timing was perfect since Harry had just fallen in love with a lovely woman named Bess who was just the right size for slipping in and out of the trunk they used in their magic tricks. They married immediately and then off they went, traveling with circuses and other road shows. Harry learned more and more tricks and spent much of his time reading and studying all kinds of locks, especially handcuffs. However, no matter what tricks they did or how hard they tried, Bess and Harry were not doing well. They tried to sell their shows for seven years and finally, in desperation, they went to Europe.
- 5 It was the right move. Harry's persistence and constant practice were about to pay off. To get people's attention, he walked into police stations and offered to be handcuffed by all the policemen. They were shocked when he was loose only seconds later. Soon, everyone in Europe was talking about Houdini's astounding feats. He was in high demand and found himself doing more and more dangerous acts. He escaped from a straitjacket hanging upside down over the street; he escaped from locked boxes of all kinds; and, of course, he got out of any kind of handcuffs put on him.
- 6 After several years in Europe, Bess and Harry returned to the United States in triumph. Harry was doing such amazing tricks that people felt he must have special powers. However, few realized how much time he spent practicing and studying. He would do special exercises to keep his body strong, and he would do tricks with his fingers to keep them nimble and flexible. He would spend large amounts of time tying and untying knots—with his toes! For his underwater tricks, he would get in the bathtub and practice holding his breath for longer and longer times. Since many of his tricks involved being plunged into icy water, he would pour buckets of ice in the tub to get accustomed to working in the cold.



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- 7 The reason that Harry Houdini was such a success was that he practiced and prepared for whatever might happen. When a college student punched him in the abdomen in 1926, however, he wasn't prepared. The punch did internal damage that not even this magician could get out of. Harry died in 1926 at 52 years of age—a master of his trade and a true legend.

- 8 Read this sentence from the passage.

Harry Houdini was a man who astonished and enthralled many people during his life.

You can tell from the sentence that enthralled means

- A apart.
- B vanished.
- C convinced.
- D fascinated.

- 9 Read this sentence from the passage.

Harry's persistence and constant practice were about to pay off.

You can tell from the sentence that persistence means

- A desperation.
- B long journey.
- C refusal to quit.
- D education.

- 10 Houdini decided to become a magician after

- A he read a book about a famous magician.
- B he learned to pick a lock.
- C he started entertaining at local parties.
- D he learned to do card tricks.

- 11 The author supports the argument that Houdini was a hard worker by describing

- A how he prepared.
- B his famous tricks.
- C his childhood.
- D how he became popular.



Seeing in Stereo

- 1 Have you ever asked yourself why you have two eyes instead of one, three, or even hundreds as some insects have? Have you wondered why your eyes are set close together on the front of your face rather than on the sides of your head, as on animals like rabbits, antelopes, and horses? The reasons are simple—and important to the way you see the rest of your world.
- 2 Your eyes are like two small cameras. A camera captures an image of an object and records this image in miniature on a small piece of film. Similarly, when you look at something, each eye takes in what it sees and sends this image to the back of the eyeball. From each eye, an optic nerve then sends the image to the brain. Because your eyes are set close together, they view the world from about the same height but from slightly different angles. While your right eye sees an object a little to the right, your left eye sees the same object slightly to the left. Working as a team, the eyes send the images to the part of your brain called the *cerebral cortex*, which assembles them into a single, centered image.
- 3 Seeing with two eyes working together is called *stereoscopic vision*. This allows you to view the world in three dimensions, or 3-D. These dimensions are height, width, and depth. Perceiving depth allows you to judge the distance between you and the objects you see. It also helps you to adjust to the changing angle at which you see something as you move closer to or farther away from it. As you walk along a sidewalk, for example, seeing in stereo helps you to know how close you are to the street, how far you need to walk to arrive at a certain building, and how close you are to stepping on a rock or a piece of glass. As your body moves, your eyes give you a continual flow of information about where things are in relation to where you are.
- 4 If images are coming from only one eye, however, only two of these dimensions—height and width—can be perceived. A world seen with one eye is thus two-dimensional, as in a photograph. Depth perception is lacking, making it more difficult to move around safely.
- 5 Now consider why your two eyes are located on the front of your face. Think of other animals with this same arrangement. Some examples are lions, wolves, and owls. What do these creatures have in common? They are all animals that hunt. These animals have eyes facing directly in front of them. This provides a field of vision that is about 180 degrees wide, like a half-circle. This kind of sight is called *binocular vision*.
- 6 On the other hand, animals that are hunted have eyes on the sides of the head. This provides nearly a 360-degree field of vision. Because these animals need to be on the alert in order to stay alive, they need to see things coming from the sides and from behind. However, without stereoscopic vision, these animals have a more difficult time determining how far away a threat is.

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- 7 With vision that is both stereoscopic and binocular, humans share with predators the ability to see clearly from side to side and to accurately determine how far away objects are. If you think it would be great to have another type of vision, perhaps with hundreds of tiny eyes like many insects do, think again! Each tiny insect eye sees only a tiny part of what the creature is viewing. Besides, what if you needed glasses? Be glad for the eyesight that you have.

- 12 Read the sentence from the passage.

If images are coming from only one eye, however, only two of these dimensions—height and width—can be perceived.

In this sentence, perceived means

- A taken.
- B seen.
- C understood.
- D set.
- 13 Which claim from the article is *least* supported by factual evidence?
- A Your eyes are like two small cameras.
- B This allows you to view the world in three dimensions, or 3-D.
- C On the other hand, animals that are hunted have eyes on the sides of the head.
- D If you think it would be great to have another type of vision . . . think again!
- 14 According to this passage, an eye is like a camera because both
- A have an optic nerve.
- B are able to perceive color.
- C record images in miniature.
- D work only while remaining still.
- 15 Stereoscopic vision is a result of having
- A hundreds of eyes, all seeing parts of an image.
- B two eyes close to one another that work together.
- C a three-hundred-sixty-degree field of vision.
- D one eye on either side of the head, each seeing a different image.
- 16 Owls, hawks, and eagles have eyes facing frontward because they are
- A prey.
- B birds.
- C hunters.
- D large.
- 17 This article would most likely be found in a
- A textbook about animal behavior.
- B popular science or health magazine.
- C newspaper's local news section.
- D professional journal for eye doctors.
- 18 The author of this passage concludes that "seeing in stereo"
- A helps people to have better vision than animals have.
- B would be better if it allowed for a wider field of vision.
- C is an ability humans are fortunate to have.
- D is similar to the way cameras work.

The Twins*by Henry S. Leigh*

- In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.
5 It puzzled all our kith and kin,
It reached an awful pitch;
For one of us was born a twin,
Yet not a soul knew which.
- One day (to make the matter worse),
10 Before our names were fixed,
As we were being washed by nurse
We got completely mixed,
And thus, you see, by Fate's decree,
(Or rather nurse's whim),
15 My brother John got christened *me*
And I got christened *him*.
- This fatal likeness even dogged
My footsteps when at school,
And I was always getting flogged,
20 For John turned out a fool.
I put this question hopelessly
To everyone I knew—
What *would* you do, if you were me,
To prove that you were *you*?
- 25 Our close resemblance turned the tide
Of my domestic life;
For somehow my intended bride
Became my brother's wife.
In short, year after year the same
30 Absurd mistakes went on;
And when I died—the neighbors came
And buried brother John!

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19 Which words from the poem show that it is written in the first person?

- A form, feature, face
- B puzzled, mixed
- C I, my, we, our
- D him, everyone

20 We can tell from events described in the poem that the speaker

- A had a challenging life.
- B made many mistakes.
- C did poorly in school.
- D never had any friends.

21 The theme of this poem deals with the

- A shortness of life.
- B need for companionship.
- C loss of identity.
- D power of destiny.

22 In the last stanza of the poem, which lines contain an example of a metaphor?

- A Our close resemblance turned the tide / Of my domestic life;
- B For somehow my intended bride / Became my brother's wife.
- C In short, year after year the same / Absurd mistakes went on;
- D And when I died—the neighbors came / And buried brother John!

DOCUMENT A

It's easy to spot the winners . . .



WINNING STREAK

America's favorite and safest scooter!

Constructed from strong, high-quality aluminum.

Comes with

- ◆ Skid-resistant base control for added safety
- ◆ Adjustable steering arm that ranges from 23" to 38"
- ◆ Self-adjusting shoulder strap for comfortable carrying

**THE WINNING STREAK SCOOTER WEIGHS ONLY 6½ POUNDS
AND MEASURES 4½" X 9" X 26" WHEN FOLDED**

*Imagine being able to get a WINNING STREAK scooter for ONLY **\$39.95***
Reg. ~~\$69.95~~

All Sports Marketplace

**Northgate Mall
& Gateway Shopping Center**

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DOCUMENT B



WINNING STREAK scooters come with a 30-day money-back guarantee. If for any reason you are not completely satisfied with your **WINNING STREAK** scooter, simply return it for a refund of the purchase price.

WARRANTY

- ♦ Warranty does not cover normal wear and tear, improper assembly, or installation of parts or accessories not originally intended for **WINNING STREAK** products. Damages due to accident, neglect, or abuse are not covered under this warranty.
- ♦ **WINNING STREAK** accepts no responsibility for personal injury or product damage sustained as the result of an accident.
- ♦ Warranty claims must be shipped (prepaid) to the manufacturer in the original packaging and accompanied by the original sales receipt.

DOCUMENT C

U.S. Buyers Safety Bureau

Winning Streak, Inc., Announces Recall of Scooters

WASHINGTON, D.C. - In cooperation with the U.S. Buyers Safety Bureau, Winning Streak, Inc., is voluntarily recalling about 25,000 scooters. The folding mechanism, where the steering column meets the scooter base, presents the danger of pinching. Winning Streak, Inc., has received six reports of users being injured while folding or unfolding the scooter.

The recall involves Winning Streak scooters sold between April and October 2002 for about \$70. The scooter has a lightweight aluminum frame with lavender foam handle grips. **WINNING STREAK** is printed in purple on the standing platform, and crossed black-and-white checkered flags appear on the base of the steering column. The scooter has 4" clear in-line style wheels.

Consumers should stop using these Winning Streak scooters immediately and call the store where the product was purchased for a refund or new scooter.

23 The primary intent of Document A is

- A to provide technical information about the scooter.
- B to describe the types of problems the scooter can cause.
- C to persuade people to purchase the scooter.
- D to explain how the scooter can be folded.

24 Which phrase from Document A is contradicted by information in Document C?

- A America's favorite and safest scooter!
- B Adjustable steering arm that ranges from 23" to 38"
- C Self-adjusting shoulder strap for comfortable carrying
- D Imagine being able to get a **WINNING STREAK** scooter for **ONLY** \$39.95

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25 Unlike Document C, where would Document A most likely be found?

- A in the instruction book for a Winning Streak scooter
- B in a newspaper article about dangerous toys
- C in a sales advertisement for Northgate Mall and Gateway Shopping Center
- D in a magazine article about alternate forms of transportation

26 The primary intent of Document B is

- A to persuade consumers that the scooter is safe.
- B to encourage owners to be safe when riding the scooter.
- C to show attractive features of the scooter to potential buyers.
- D to inform scooter owners of the responsibilities of the company.

27 Which word from Document B comes from a Latin root meaning “to make”?

- A purchase
- B manufacturer
- C intended
- D return

28 Which information from Document B or Document C would most likely be included in Document A?

- A Winning Streak scooters come with a 30-day money-back guarantee.
- B Winning Streak accepts no responsibility for personal injury . . .
- C . . . Winning Streak, Inc., is voluntarily recalling about 25,000 scooters.
- D Winning Streak is printed in purple on the standing platform . . .

29 Which of these people could *not* get a refund for his or her Winning Streak scooter?

- A a boy who installed another company’s wheels on the scooter, and the scooter broke
- B a girl who finds after owning the scooter for two weeks that she prefers another company’s scooter
- C a girl who purchased a scooter in August 2002
- D a boy who found the shoulder strap broken when he opened up the box to assemble the scooter

Released Test Questions

English-Language Arts

7

Proper Care and Use of a Microscope

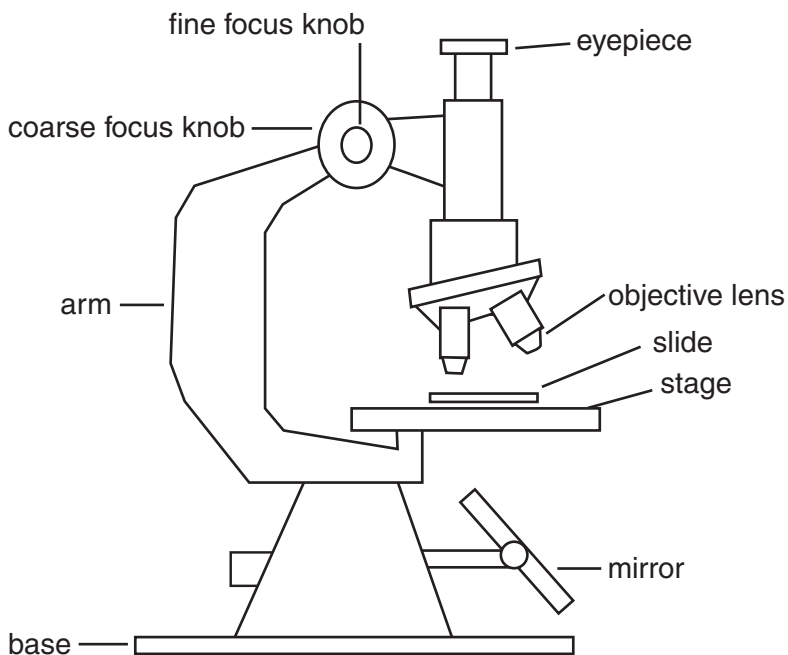
A MICROSCOPE IS A USEFUL INSTRUMENT FOR OBSERVING SMALL OBJECTS. BY PRODUCING A MAGNIFIED IMAGE, THE MICROSCOPE REVEALS DETAILS THAT ARE UNDETECTABLE TO THE NAKED EYE.

BEFORE USING THE MICROSCOPE, PLEASE READ THE INSTRUCTIONS BELOW.

CAUTION:

Microscopes are both delicate and expensive and must be handled with care.

1. Always carry the microscope with two hands—one supporting the base and the other on the arm.
2. Avoid stretching the power cable of the lamp across a walkway.
3. Keep the stage clean and always use a glass slide for specimens.
4. To avoid crushing the glass slide when focusing, begin with the lens close to the specimen and gradually back off to focus.
5. Keep the microscope covered to prevent the buildup of dust while it is being stored.

**HOW TO USE THE MICROSCOPE:**

1. Plug in the lamp.
2. Place a sample of what you wish to observe on a slide.
3. Adjust the mirror so it reflects light from the room up into the objective lens. When the mirror is correctly adjusted, a complete circle of light will appear when you look through the eyepiece.
4. Place your slide with the specimen directly over the center of the glass circle on the stage. If it is a wet slide, be sure the bottom of the slide is dry.
5. With the **LOW POWER** objective lens placed over the slide, use the coarse focus knob to lower the lens to the lowest point.
6. Look through the eyepiece with one eye while closing the other eye. Slowly raise the lens until the focus is relatively clear.
7. Use the fine focus knob to fine-tune the focus.
8. Without changing the focus knobs, switch to the **HIGH POWER** objective lens. Once you have switched to **HIGH POWER**, use only the fine focus knob to make the image sharper.



English-Language Arts

Released Test Questions

30 If you want to find out if you have all the parts of the microscope you are using, where in the passage would you look?

- A in the introduction under the title
- B under Caution
- C under How to Use the Microscope
- D at the drawing

31 If you want to observe a strand of hair, which of the following should you do *first*?

- A Cover the microscope.
- B Adjust the mirror.
- C Look through the eyepiece.
- D Place the hair on a glass slide.

32 According to the passage, you could see a complete circle of light

- A after correctly adjusting the mirror.
- B while looking at the specimen on a glass slide.
- C after slowly raising the objective lens.
- D before positioning the mirror correctly.

33 What is the *main* purpose of this passage?

- A to persuade the reader to buy this type of microscope
- B to instruct the reader on how to use the microscope with care
- C to show the reader the various parts of a microscope
- D to remind the reader to use caution when using a microscope

Released Test Questions

English-Language Arts

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The following question is not about a passage. Read and answer the question.

34 Read this sentence.

“Come on, Christopher!” Laura cried as Christopher continued to scrutinize the menu. “You’ve been looking at the menu all day—just pick something!”

To scrutinize means

- A to study carefully.
- B to read with difficulty.
- C to skim quickly.
- D to read carelessly.

The following is a rough draft of a student's report, which may contain errors.

Composting: Another Form of Recycling

(1) Recycling can mean much more than aluminum cans, paper, and plastic. (2) Did you know that you can recycle much of your kitchen waste as well? (3) Not only that, but you can provide amazing help to your garden along the way! (4) It is called composting, and it is very easy to do.

(5) When you compost, you put all organic material, except for anything containing animal fat, into a pile where natural bacteria begin the process of decomposition. (6) Items to put into your compost include: vegetable and fruit scraps, grass clippings, leaves, and even coffee grounds.

(7) It is a good idea to "turn" your compost pile occasionally. (8) This process introduces oxygen into the pile, which is beneficial to the bacteria. (9) Also, keep your pile moist, about as moist as a damp sponge. (10) When it has become a dark brown color and has a composition like dirt, add the compost to your garden or lawn. (11) You will be thrilled by the results.

Released Test Questions

English-Language Arts

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- 35** How should sentence 1 be rewritten for precision of word choice?
- A Recycling is more than the aluminum cans, paper, and plastic that people might first think about.
 - B Recycling possibilities are much more than the stuff we trash on a daily basis.
 - C Recycling does not have to be limited to aluminum cans, paper, and plastic.
 - D The possibilities related to recycling extend past what we normally think of.
- 36** The student's teacher has asked his students to choose five words from their reports and add suffixes correctly. The student selects the word amazing and changes the *-ing* ending to *-ment*. What is the correct spelling of the new word?
- A amazment
 - B amazedment
 - C amazement
 - D amaizement

- 37** How should sentence 7 be written so that the ideas are *most* precisely stated?
- A Once items have been added and a substantial pile has developed, it is a good idea to turn, or rotate, the material using a pitchfork or shovel.
 - B Turning the pile once in a while is an excellent idea because it really turns the substances around in there.
 - C When many items are added and a large pile has amounted, turn it around a few times to mix it up.
 - D If you keep adding various materials to the pile, it will then be necessary to turn it a little in order for the blending process to occur.
- 38** Which sentence below should be added to the end of the second paragraph in order to *most* effectively transition to the third paragraph?
- A Overall, the process of composting can be a lot of fun to do with the whole family.
 - B After that, the process of composting requires some additional maintenance.
 - C Then you will need to put a lid on your compost bin, and you're done.
 - D Nevertheless, the new mixture will need to blend together over time.



The following is a rough draft of a student's report, which may contain errors.

Fame for Shame

(1) Sometimes I turn on the television and see people making fools of themselves. (2) I wonder why they're willing to do this. (3) Is being seen so precious to these people that they don't even care what others think of them? (4) Do they think having their face on TV for a few minutes makes them famous, as though they had actually accomplished something worthwhile?

(5) Are some people willing to look ridiculous merely for financeal gain? (6) Many talk shows don't pay people to appear; in those instances, money is not a motive. (7) Other shows put people through horrible competitions, and in the end, only one person ends up with a big amount of cash. (8) The other contestants go home with nothing but faces that, to some, will be recognizable. (9) Is this such a great prize?

(10) I just can't understand being eager to give one's privacy away. (11) If you have a talent and want to use it to reach others in a positive way, that's one thing being a great performer or creative artist can involve being seen and having people recognize your face. (12) Some people, though, will want to know about your private life, even if it has nothing to do with your work.

(13) I've heard this lack of privacy called "the price of fame." (14) As these words suggest, being famous has a cost—something you must give up in order to gain something you desire. (15) Isn't shame too high a price to pay, though—especially when you get hardly anything in return?

Released Test Questions

English-Language Arts

7

- 39** Before writing his rough draft, the student organized the paper by writing an outline. Here is the beginning of the outline:

- | | |
|-----|---------------------------------|
| I. | Introduction of topic |
| II. | Reasons people go on television |
| | A. Money |
| | B. |

What subject belongs under II. B.?

- A Dare
 - B Fame
 - C Shame
 - D Talent
- 40** What is the correct way to spell the underlined word in sentence 5?
- A finansial
 - B financial
 - C financial
 - D Leave as is.

- 41** Which version of sentence 11 shows the correct place to put a dash?

- A If you have a talent and want to use it to reach others—in a positive way, that’s one thing being a great performer or creative artist can involve being seen and having people recognize your face.
- B If you have a talent and want to use it to reach others in a positive way, that’s one thing—being a great performer or creative artist can involve being seen and having people recognize your face.
- C If you have a talent and want to use it to reach others in a positive way, that’s one thing being a great performer or creative artist can involve being seen—and having people recognize your face.
- D If you have a talent and want to use it to reach others in a positive way—that’s one thing being a great performer or creative artist can involve being seen—and having people recognize your face.



The following is a rough draft of a student's report. It contains errors.

Painting a Window

(1) Decorating a window with a painted scene from nature might be of interest to you. (2) If you like to see nature outside your window, but you don't have a scene of real nature, you may want to try this idea. (3) Before you begin, be sure to ask your parents if it is okay.

(4) The first plan you should have is to locate a paintbrush and powder paints in the colors that you enjoy. (5) When you have your supplies, mix the paints, place newspaper on your windowsill, and make sure your window is clean. (6) On the inside of your window, it is important to do your decorating because rain may wash away outdoor painting.

(7) Use your imagination and begin painting a scene from nature on your window. (8) A sun, grass, trees, and flowers are good things to paint. (9) If you have a big window you may want to paint other things. (10) Painting people, balloons, and playground equipment on a window might be a fun idea. (11) When you are finished, stand back and look at your decorated window. (12) If you like the results, share the idea of window painting with someone else.

42 Which word *best* replaces the underlined word in sentence 2 to make the meaning more precise?

- A glimpse
- B picture
- C sight
- D view

43 What is the *best* way to write sentence 6?

- A It is important on the inside of your window to do your decorating because rain may wash away outdoor painting.
- B It is important to do your decorating on the inside of your window because rain may wash away outdoor painting.
- C Because rain may wash away outdoor painting, it is important on the inside of your window to do your decorating.
- D Leave as is.

44 What is the *best* way to write the underlined part of sentence 9?

- A big window, you may want
- B big window. You may want
- C big window; you may want
- D Leave as is.

45 The underlined word in sentence 12 represents which grammatical part of the sentence?

- A simple subject
- B simple predicate
- C direct object
- D indirect object

Released Test Questions

English-Language Arts

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- 46** The student explains that a big window may require some extra painting. The student supports this idea by

- A suggesting painting techniques.
- B describing types of supplies to buy.
- C offering suggestions of pictures to paint.
- D explaining the steps of window painting.

- 47** How should the following Works Cited be revised?

Works Cited

Colvin, Hannah. *Decorating Your Home*.
New Bremen, CT: Carillon Publishing,
1999.

Henry Smith. *Fun and Easy Pictures to
Paint*. Fort Laramie, WY: Ace
Publications, 2002.

- A Remove the date the books were published.
- B Put the authors' last names first in both entries.
- C Arrange the books alphabetically by the publisher.
- D Place quotation marks around the title of the second book.

The following is a rough draft of a student's report. It contains errors.

Cable Cars in San Francisco

- 1 The history of the cable car, or cable tramway, in San Francisco is an interesting one. How did San Francisco become home to this unique mode of transportation?
- 2 Cable cars were invented before the automobile, in the days when horse-drawn streetcars were a popular and inexpensive form of public transportation. Actually, it was a man from Great Britain, named Andrew Hallidie, who is credited with inventing the cable-car system. One day, Hallidie saw a terrible accident involving a streetcar. This event apparently influenced his decision to try to find a safer way to transport people.
- 3 Hallidie thought he could use wire rope, which his father had invented, to make wire cables. Hallidie believed that the cables would be strong enough to pull the cable cars up the steep slopes of the city. As a result, Hallidie began making wire cables. Next, he needed someone to help him design the cars, and he also needed money to put the system in place. He hired William E. Eppelsheimer, a German engineer, to design the first cable-car line. Now he was ready to "go onboard." Hallidie also needed a franchise to build the system. He obtained a franchise from a lawyer named Benjamin Brooks.
- 4 On August 2, 1873, only four years after witnessing the tragic streetcar accident, Hallidie himself drove the first cable car from Jones Street to Kearney Street by way of Clay Street. This line came to be known as the Clay Street Hill line. About one month after the test run, the Clay Street Hill line opened for public use. (Kessler 21) From that point on, other lines opened in San Francisco as well as in other U.S. cities and cities overseas. San Francisco, _____, is the only city today where the cable car still operates.

Works Cited

Kessler, Thomas. "Early Cable Car History." *SF Cable Cars*. Online. Internet. 10 Oct. 2002.

Sanchez, Mariam. *San Francisco Cable Cars*. San Francisco: Hills Press, 1998.

Thompson, Joe. "Clay Street Hill Railroad." *San Francisco Today*. Jan. 2000. Online. Internet. 15 Oct. 2002.

Released Test Questions

English-Language Arts

7

- 48** Read this sentence.

Hallidie believed that the cables would be strong enough to pull the cable cars up the steep slopes of the city.

Which words from this sentence are adjectives?

- A strong, steep
- B would, enough
- C slopes, city
- D believed, pull

- 49** Which of the following sentences from paragraph 3 would make the *most* logical concluding sentence for that paragraph?

- A As a result, Hallidie began making wire cables.
- B He hired William E. Eppelsheimer, a German engineer, to design the first cable-car line.
- C Now he was ready to “go onboard.”
- D Hallidie also needed a franchise to build the system.

- 50** Read this sentence.

About one month after the test run, the Clay Street Hill line opened for public use. (Kessler 21)

What is the correct way to punctuate the in-text citation?

- A use (Kessler, 21)
- B use. (Kessler, 21)
- C use (Kessler 21).
- D use. (Kessler 21).

- 51** Read this sentence.

San Francisco, _____, is the only city today where the cable car still operates.

Which word or phrase could *best* provide a transition in this sentence that would unify its ideas with the previous sentence?

- A however
- B for example
- C as a result
- D nonetheless

The following is a rough draft of Kelsey's report. It contains errors.

Puppets

- 1 Many people have had the experience of taking an old sock, placing it over one hand, and suddenly having a puppet "come alive." Because of the fascinating way that even the most simple puppet can instantly take on a personality, the art of puppetry has been around for a long time.
- 2 Using rods, strings, or hand movements, a puppet is a figure controlled by a person. While no one knows exactly when or where puppetry began, evidence shows that ancient civilizations may have used it long ago. Puppet theaters can be traced back to ancient Egypt, Greece, Rome, and China; _____, some people believe that puppet theaters may have been the first theater of any kind.
- 3 There is four common types of puppets: shadow figures, rod puppets, marionettes, and hand puppets. Each kind has its own features. The Chinese used shadow figures made of animal skins or cardboard. When placed in front of a lighted screen, these figures create a silhouette, or shadow, for the audience to see. The puppets are quite memorable because their shadows are so intricate. Rod puppets are more lifelike figures. Thin rods are attached to the puppet's jointed arms and legs, as well as to its waist, so that the puppeteer can move the figure. The third kind of puppet, the marionette, is difficult to manipulate. Between three and thirty strings are needed to move each figure. Hand puppets are the fourth type of puppet.
- 4 Some puppets and puppeteers have become quite famous. Punch, from the Punch-and-Judy shows in Great Britain, was a well-known puppet as early as the seventeenth century. In modern times, puppets such as Kukla and Ollie (and their human friend Fran), Howdy Doody, Shari Lewis' Lamb Chop, and Jim Henson's Muppets have entertained and educated audiences of all ages.
- 5 Knowing that puppets have such a long history, you may never look at your sock puppet the same way again.

Released Test Questions

English-Language Arts

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- 52** Read this sentence.

Puppet theaters can be traced back to ancient Egypt, Greece, Rome, and China; _____, some people believe that puppet theaters may have been the first theater of any kind.

Which word or phrase could *best* provide an effective transition between the two parts of the sentence?

- A in fact
- B even so
- C besides
- D additionally

- 53** Read this sentence.

There is four common types of puppets: shadow figures, rod puppets, marionettes, and hand puppets.

What is the correct way to write the underlined words?

- A Their is
- B There are
- C Their are
- D They're

- 54** Read this sentence.

The puppets are quite memorable because their shadows are so intricate.

Which underlined word is spelled incorrectly?

- A quite
- B memorable
- C their
- D intricate

- 55** Which statement in paragraph 3 of Kelsey's draft should be supported with facts and details?

- A The Chinese used shadow figures made of animal skins or cardboard.
- B Rod puppets are more lifelike figures.
- C The third kind of puppet, the marionette, is difficult to manipulate.
- D Hand puppets are the fourth type of puppet.



English-Language Arts

Released Test Questions

The following questions are not about a passage.
Read and answer each question.

56 Read this sentence.

The biggest earthquake on record is one that happened in 1964 in the city of Anchorage, Alaska.

What is the correct way to write the underlined words?

- A in the City Of Anchorage, Alaska
- B in the City of Anchorage, Alaska
- C in The City of Anchorage, Alaska
- D Leave as is.

57 Read this sentence.

Although these plants mean trouble for crickets, flies, spiders, and other insects, they are safe—and fascinating—for people.

What is the *best* way to write the underlined words?

- A they are—safe and fascinating—for people
- B —they are safe and fascinating—for people
- C they are—safe—and fascinating for people
- D Leave as is.

Released Test Questions

English-Language Arts

7

Question Number	Correct Answer	Standard	Year of Test
1	A	7RW1.3	2003
2	B	7RW1.2	2003
3	C	7RL3.2	2003
4	C	7RL3.4	2003
5	C	7RL3.5	2003
6	D	7RL3.4	2003
7	C	7RL3.3	2003
8	D	7RW1.3	2003
9	C	7RW1.3	2003
10	A	7RC2.3	2003
11	A	7RC2.6	2003
12	B	7RW1.3	2004
13	D	7RC2.6	2004
14	C	7RC2.2	2004
15	B	7RC2.3	2004
16	C	7RC2.3	2004
17	B	7RC2.1	2004
18	C	7RC2.4	2004
19	C	7RL3.5	2004
20	A	7RL3.3	2004
21	C	7RL3.4	2004
22	A	7RW1.1	2004
23	C	7RC2.4	2005
24	A	7RC2.6	2005
25	C	7RC2.1	2005
26	D	7RC2.4	2005
27	B	7RW1.2	2005
28	A	7RC2.1	2005
29	A	7RC2.2	2005
30	D	7RC2.2	2005
31	D	7RC2.5	2005
32	A	7RC2.5	2005
33	B	7RC2.5	2005

Question Number	Correct Answer	Standard	Year of Test
34	A	7RW1.3	2004
35	C	7WS1.7	2003
36	C	7WC1.7	2003
37	A	7WS1.7	2003
38	B	7WS1.1	2003
39	B	7WS1.3	2003
40	C	7WC1.7	2003
41	B	7WC1.5	2003
42	D	7WS1.7	2004
43	B	7WC1.1	2004
44	A	7WC1.4	2004
45	B	7WC1.3	2004
46	C	7WS1.2	2004
47	B	7WS1.5	2004
48	A	7WC1.3	2005
49	C	7WS1.7	2005
50	C	7WS1.5	2005
51	A	7WS1.1	2005
52	A	7WS1.1	2005
53	B	7WC1.4	2005
54	B	7WC1.7	2005
55	D	7WS1.2	2005
56	D	7WC1.6	2003
57	D	7WC1.5	2004